DOCUMENT RESUME

ED 465 930 CG 031 827

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TITLE Multicultural Training in Doctoral School Psychology Programs: In Search of the Model Program?
PUB DATE 2002-00-00
NOTE 28p.
PUB TYPE Reports - Research (143)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Competence; Counselor Training; *Cross Cultural Training; *Doctoral Programs; Higher Education; Professional Education; Program Evaluation; *School Psychologists; *School Psychology
IDENTIFIERS American Psychological Association

ABSTRACT

The multicultural training (MCT) of APA-accredited School Psychology programs was studied. The sample included faculty and students from five programs nominated for strong MCT and five comparison programs randomly selected from the list of remaining APA-accredited programs. Program training was evaluated using a survey based on APA guidelines for psychologists serving diverse populations, program handbooks, and follow-up email interviews. Nominated programs appeared to use more diverse strategies for MCT than comparison programs. Specific multicultural competencies described in the APA guidelines were found to be weak for both nominated and comparison programs. The results indicate a need to conduct future research that investigates both faculty and student perspectives in multicultural training in the hopes of implementing more systematic approaches to multicultural training across all programs. Implications for improving MCT and future research are suggested. An appendix includes a listing of the rated items on the multicultural training survey. (Contains 19 references and 5 tables.) (Author/GCD)

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RUNNING HEAD: MULTICULTURAL TRAINING

ED 465 930

Multicultural Training in Doctoral School Psychology Programs: In Search of the Model Program?

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Abstract

The multicultural training (MCT) of APA-accredited School Psychology programs was studied. The sample included faculty and students from five programs nominated for strong MCT and five comparison programs randomly selected from the list of remaining APA-accredited programs. Program training was evaluated using a survey based on APA guidelines for psychologists serving diverse populations (APA, 1993), program handbooks, and follow-up email interviews. Nominated programs appeared to use more diverse strategies for MCT than comparison programs. Specific multicultural competencies described in the APA guidelines were found to be weak for both nominated and comparison programs. The results indicate a need to conduct future research that investigates both faculty and student perspectives on multicultural training in the hopes of implementing more systematic approaches to multicultural training across all programs. Implications for improving MCT and future research are suggested.

School psychologists have not been consistently taught multicultural issues during training. Yet, applying multicultural knowledge to practice is becoming more of a mandatory rather than voluntary skill (Barnett et al., 1995; Bernal, 1994; Bluestone, Stokes, & Kuba, 1996; Constantine, Ladany, Inman, & Ponterotto, 1996; Poole, 1998; Pope-Davis, Reynolds, Dings, & Nielson, 1995; Rogers, Ponterotto, Conoley, & Wiese, 1992; Watts, 1994). Understanding minority identity formation, different cultures and their approaches to education, as well as how culture impacts family systems, are competencies identified as critical for implementing best practices in school psychology (Flanagan & Miranda, 1995; Mosley-Howard, 1995). Understanding how personal biases may impact decision-making is also critical for school psychologists (Barona, Santos de Barona, Flores, & Gutierrez, 1990; Mosley-Howard, 1994). Acknowledging the importance of these competencies has not always translated into necessary changes in the training of future school psychologists.

A small group of school psychology programs has demonstrated success with preparing their students to be multiculturally-sound clinicians and researchers (Rogers, Hoffman, & Wade, 1998) however, the vast majority have not (Rogers, Ponterotto, Conolely, & Wiese, 1992). Most APA-accredited programs that have attained success with multicultural training (MCT) have used methods to (a) recruit and retain ethnically-diverse students and faculty, (b) include diversity as part of their program philosophy and description, and, (c) provide diversity courses and practicum experiences that involve contact with minority clients (Rogers, Hoffman, & Wade, 1998).

While a great deal can be learned from school psychology programs that have demonstrated the most successful MCT to date, it is difficult to say whether these programs should serve as models for other school psychology programs. A more objective approach to

constructing a model of MCT would be to look at established standards of multicultural training and practice and adapt program policies and procedures accordingly. For instance, one might measure a program's quality of MCT against a set of standards like the "Guidelines for providers of psychological services to ethnic, linguistic, and culturally diverse populations" (APA, 1993) or the Task Force on Cross-Cultural School Psychology Competencies' "Providing psychological services to racially, ethnically, culturally, and linguistically diverse individuals in the schools: Recommendations for practice" (Rogers et al., 1998).

Effective guidelines for school psychology practice are empirically-based and consensus-driven. The guidelines are created to have widespread application across a diverse array of training programs (e.g. program philosophies, degree-granting levels). For instance, guidelines from "Providing psychological services to racially, ethnically, culturally, and linguistically diverse individuals in the schools: Recommendations for practice" address (a) working with interpreters when making bilingual psychological assessments, (b) identifying stressors that may place culturally diverse children at-risk, (c) abiding by laws set forth to protect linguistically and culturally diverse students, and, (d) conducting individual assessments that are both valid and appropriate (Rogers et al., 1998). The APA Task Force on the Delivery of Services to Ethnic Minority Populations' ethical standards (APA, 1993) suggest how psychologists can acquire specific skills in conducting multicultural assessments and interventions as well as understand the role of culture and ethnicity on social, psychological, and economical well-being.

Research on Multicultural Training (MCT) in School Psychology

Research revealing effective and ineffective MCT efforts in school psychology programs has not been plentiful (Rogers, Ponterotto, Conoley, & Wiese, 1992; Rogers & Ponterotto, 1997; Rogers, Hoffman, & Wade, 1998). The current study was conducted in order to learn whether

school psychology training programs are following established guidelines for MCT. This study also addressed whether school psychology training programs considered to be models of MCT differ drastically from other school psychology training programs. Since little has been done to describe graduate student perspectives on MCT efforts in school psychology, the current study incorporated the views of graduate students. The primary aims of the current study were to determine the extent to which the strongest MCT efforts are producing school psychologists who are prepared to effectively provide services to diverse populations and how to help all school psychology programs develop strong MCT (Rogers, Hoffman, & Wade, 1998).

Methods

Participants

Phase I. A total of 45 school psychologists recognized in the Directory of psychologists with expertise in work with culturally and linguistically diverse children and youth (Ingraham, 1995) completed a postcard nominating five APA-accredited school psychology programs with strong multicultural training (MCT).

Phase II. A total of eight frequently nominated programs from Phase I was compiled. Of the eight nominated programs, five program directors agreed to participate in the study. Of the 10 comparison programs randomly selected from the remaining APA-accredited school programs, five program directors agreed to participate in the study. Each of these programs was treated as an individual case although demographic information for faculty and student respondents was collected (see Table 1).

There were 12 faculty members and 32 students from nominated programs who participated in this study. 5 faculty members and 9 students from comparison programs completed and returned the scale. 58% of nominated program faculty participants were of

Caucasian heritage and 33% were of Hispanic heritage. 100% of comparison program faculty members were of Caucasian heritage. Student participants from nominated programs comprised an ethnically diverse group while 77.8% of student participants from comparison programs were of Caucasian heritage. (See Table 1.)

[Insert Table 1 About Here]

Measures

The Training on Multicultural Issues Scale: for Faculty and Students (TOMIS: for Faculty and Students) was created for the purposes of the current study and was based on the multicultural guidelines created by the APA Task Force on the Delivery of Services to Ethnic Minority Populations (APA, 1993) as well as on a comprehensive literature review. On the TOMIS: for Faculty and Students, respondents rated 22 different multicultural competencies taught in their programs on a five-point Likert scale. When respondents rated a competency as "Often" or "Almost Always" addressed in their school psychology program, they also answered an open-ended follow-up question to describe *how* the competency is addressed.

The TOMIS: for Faculty and Students addressed three basic areas including (a) program philosophy and procedures regarding diversity issues, (b) integration of diversity issues in the core school psychology curriculum and in elective coursework, and (c) professional development and practice experiences extended to students to enhance multicultural competencies and awareness. More specifically, the questions asked respondents to rate program efficacy in encouraging multicultural research, creating an environment of cultural tolerance and acceptance, and teaching students skills like working with linguistically diverse clients, understanding common beliefs and values within different cultures, and understanding the social and psychological effects of racism on ethnic minority groups. (See Appendix.)

The Training on Multicultural Issues Scale: for Handbooks (TOMIS: for Handbooks) was created to compare school psychology program handbook information to multicultural research and training guidelines (APA, 1993). The TOMIS: for Handbooks was intended for use in conjunction with the TOMIS: for Faculty and Students to obtain a more comprehensive picture of a program's MCT. More specifically, the TOMIS: for Handbooks looked at how programs addressed diversity training, the evaluation of student multicultural competence, and ethnic minority recruitment in their program mission, goals and philosophy. The measure also looked at the number of diversity-specific courses required for completion of the degree as well as the number of diversity-specific courses offered for advanced training. Lastly, the measure looked at program support for applying knowledge gained in diversity-specific courses to practicum experiences with diverse populations and in faculty-led research on diversity issues.

Design and Procedure

The current project utilized case study and qualitative methodologies to study multicultural training in APA-accredited school psychology programs. Specifically, a list of eight APA-accredited school psychology programs reported to have strong training in multicultural issues was created by surveying school psychologists (n=45/139) recognized in the Directory of Psychologists with Expertise in Work with Culturally and Linguistically Diverse Children and Youth (Ingraham, 1995). For comparative purposes, a sample of 10 APA-accredited programs, not cited for strong multicultural training, was also created by randomly selecting from among the remaining APA-accredited programs (APA, 1998).

The training directors from the targeted nominated and comparison programs were sent a cover letter requesting participation, a copy of the program handbook, the names of faculty members with knowledge about multicultural issues and training, and the approximate number of

second and third year students in the program. (Second and third year students were chosen to participate in the current study because they have had more training and more time to observe program procedures than first year students and because more advanced students are often away on internship.) Five directors from nominated programs and five directors from comparison programs agreed to participate in the study.

Packets containing copies of the TOMIS: for faculty and students, informed consents, and business reply envelopes were mailed to all participating nominated and comparison program directors for distribution to designated faculty with multicultural knowledge and to second and third year students. Follow-up postcards were mailed within two weeks of the initial mailings. All faculty and student respondents were asked to participate in a follow-up email interview.

Information about MCT contained in nominated program and comparison program handbooks were coded independently by the principal investigator and a school psychology doctoral student using the TOMIS: for Handbooks. Inter-rater reliability between the principal investigator and school psychology doctoral student ranged from 0.85 to .90 percent. The principal investigator and school psychology doctoral student collaborated to achieve complete agreement on all TOMIS: for Handbooks items by resolving any conflicting coding.

Open-ended responses on the TOMIS: for faculty and students were analyzed by coding the responses according to themes. The principal investigator and a school psychology trainer coded the open-ended responses independently. Inconsistent coding was discussed and resolved between the principal investigator and school psychology trainer.

Based on the results of coded program handbooks and coded open-ended responses on the TOMIS: for faculty and students, follow-up email interview questions were devised. Survey respondents who volunteered to participate in the follow-up email interviews were contacted.

Information from follow-up email interviews was used to further describe multicultural training in nominated and comparison school psychology programs.

Results

Nominated Programs. There are several common factors found in the multicultural training provided by nominated programs. Nominated programs generally reported a commitment to multicultural issues in their mission statements or program philosophies. Nominated programs also generally reported the use of specific minority recruitment procedures. These programs required cross-cultural and diversity courses as part of their core curriculum and four out of five nominated doctoral programs had faculty members who reported research interests specifically in multicultural and diversity issues. In addition, faculty members from nominated programs comprise an ethnically diverse group. Out of 31 faculty members with full FTE in school psychology, eight are ethnic minorities. Eight ethnic minority faculty members have partial FTE in school psychology. One ethnic minority faculty participant has adjunct status. (See Table 2.)

Comparison Programs. Comparison programs used somewhat fewer methods of incorporating multicultural training than nominated programs although efforts to train in multicultural issues were evident. For instance, comparison programs did not generally address the significance of multicultural training and diversity in their mission statements. However, all comparison programs reported the use of course integration of multicultural content while most reported the use of specific minority recruitment procedures. One comparison program had a specialization in diversity issues with a goal of recruiting increased numbers of ethnic minority individuals to the profession. Additionally, among comparison program faculty members there

are four ethnic minority members with partial FTE in school psychology and four ethnic minority faculty members with adjunct status. (See Table 3.)

[Insert Table 2 About Here]

[Insert Table 3 About Here]

Faculty Participants from Nominated Programs. Faculty members from nominated programs reported strong research and practice interests in multicultural issues. All nominated faculty participants reported using course integration of multicultural content as ways their program handled issues of diversity. Faculty respondents mentioned a program weakness is encouraging students to participate in departmental non-curricular organizations focused on diversity issues. Faculty participants also reported strengths with providing multicultural training through select courses like Assessment, Ethics, and Multicultural counseling. The faculty participants from nominated programs mentioned the integration multicultural content throughout all coursework using exercises like role-playing and self-reflective activities as a strength. (See Table 4.)

Student Participants from Nominated Programs. Student responses across nominated programs varied. For instance, students from one nominated program felt their program rarely taught self-awareness of cultural biases while in another nominated program, students felt self-awareness training was a central aspect of their program training. However, there were several aspects of training most nominated students found to be weaknesses. For instance, nominated students generally believed their programs did little to encourage participation in departmental non-curricular organizations focused on diversity issues, or to provide learning experiences in non-school-based community settings. Nominated students also generally believed they did receive strong training in diversity issues with respect to learning about bilingual assessment.

Nominated student participants believed they gained valuable multicultural training by engaging in discussions in multicultural peer groups and partaking in diverse community experiences (e.g. attended churches of different cultures). (See Table 4.)

[Insert Table 4 About Here]

Faculty Participants from Comparison Programs. Faculty participants from comparison programs reported almost always addressing multicultural training issues through required and/or optional coursework in cross-cultural issues and through integrating diversity content throughout all courses. Most comparison faculty participants believed their programs could do more with respect to multicultural training. More specifically, they believed more could be done to teach students about different cultures, the impact of various factors on minority populations, and issues related to bilingual assessment. (See Table 5.)

Student Participants from Comparison Programs. Responses from comparison program student participants varied more greatly than those of comparison faculty participants. Comparison student generally reported that their programs did little to encourage student research on multicultural topics. Comparison students also agreed that issues such as the beliefs and values of different cultures, the religious beliefs of clients, and working with linguistically-diverse populations were seldom addressed in their training. Comparison program student respondents generally mentioned the use of integrated multicultural content throughout all coursework as the most common method of multicultural training. These students also reported that they learn about multicultural issues through discussions and practice experiences with culturally-diverse populations. (See Table 5.)

[Insert Table 5 About Here]

Discussion

Research on multicultural training in School Psychology indicates that most trainers in this discipline find multicultural training to be a critical component of the curriculum (Rogers, Conoley, Ponterotto, & Wiese, 1992). However, there appears to have been no systematic approach to incorporating multicultural issues into training in these programs. This discrepancy between training needs and actual training has occurred in spite of APA's accreditation standards for incorporating diversity issues (APA Committee on Accreditation, 1995). Programs must answer the call for multicultural training whether they have a plan for its implementation or not.

It was hypothesized that model multicultural training programs exist among doctoral-level School Psychology programs. However, most programs were believed to need some level of improvement with their multicultural training. It was further hypothesized that faculty and student perspectives on the multicultural training of their programs would vary and that faculty views of multicultural training would be more positive than student views of multicultural training. The evidence from this study suggests that nominated programs, overall, do more to incorporate multicultural training than comparison programs. Comparison program participants generally reported more weaknesses in multicultural training than participants from nominated programs. However, none of the programs in this study (nominated or comparison) incorporated all of the multicultural training practices considered to be important by the APA Task Force on the Delivery of Services to Ethnic Minority Populations (APA, 1993).

The faculty participants from both nominated and comparison programs reported several strengths in the multicultural training of their programs. In general, corroborating information from nominated program survey responses, handbooks, materials on the demographic make-up of students and faculty, and follow-up email interviews supported the idea that many nominated

programs incorporate notable multicultural training methods. However, when comparison program survey responses were cross-checked with other information provided for this study, it became clear that comparison participant perceptions, in particular, were not always consistent with other indicators of the quality of multicultural training. More specifically, comparison program participants rated certain aspects of their multicultural training highly when their program handbooks did not indicate how these aspects of training were addressed (e.g. in required diversity coursework or in a mission statement).

Divergent faculty and student perceptions of program multicultural training was a critical issue that came out of the study data -- especially among the nominated programs. Students from nominated programs generally believed that several aspects of their multicultural training was less than adequate while faculty from these same programs perceived these aspects of training to be strong. In contrast, faculty and students from comparison programs seemed to agree on the strengths and weaknesses in their program's multicultural training.

There may be multiple explanations for why there is a divergence in nominated faculty and student views on the quality of multicultural training as well as study data that seems to uphold faculty reports of multicultural training efforts. One possible explanation is that the nominated program faculty may have articulated and implemented their visions of quality multicultural training however, these visions may not have been in accord those of graduate students. The divergence in views seems to support the notion that more dialogue needs to take place between faculty members and graduate students to make sure graduate students feel they are getting the training they need. Also, generational differences in openness and exposure to issues of diversity may explain this finding. Students, who have grown up in a time when there is a greater push for improving race relations and eliminating oppression are more likely to have

stronger feelings about increasing multicultural competence. Therefore, students may hold higher expectations for gaining knowledge and experience with regard to diversity issues than faculty who grew up in a different time of American culture.

Limitations

This study used an amalgam of qualitative design approaches that inherently have several limitations. The data collected is descriptive in nature and therefore has limited usefulness for prediction of multicultural training in other programs. Furthermore, in order to take an intimate look at the multicultural training of doctoral programs in school psychology, the study necessitated a case study approach.

Survey data is vulnerable to social desirability bias and may not capture true attitudes toward multicultural training and ethnic and linguistic minorities (Bernal, 1994). Ways this study attempted to account for these limitations included the following: 1) multiple measures; 2) multiple informants; 3) nomination of programs by individuals with expertise in diversity issues; 4) random sampling of comparison programs; 5) provision for written responses on the survey; 6) conduction of follow-up interviews; and, 7) double-checking of coded handbook and written information.

A major difficulty in this study was obtaining a representative sample of both faculty and students from many of the participating programs. It was more difficult to obtain adequate representation from the comparison programs than nominated programs. This limited the scope of perspectives used to describe multicultural training in these programs. The response rate may indicate that more of the faculty and student respondents from nominated programs were particularly interested in and committed to issues of diversity while fewer comparison program faculty and students were interested in such issues. The response rate may also be indicative of

geographic differences. Certain regions of the country tend to attract different ethnic or cultural groups. This study did not compare nominated and comparison programs from the same region of the country thus making it difficult to look at the extent to which geography contributed to these differences in response rate and interest in diversity issues. Also, having a national sample for which travel to each program was not financially or temporally possible, prevented direct observation of attitudes toward multicultural training and program atmosphere in relation to diversity.

Implications of Results

Research has shown that some strategies are most conducive to enhancing multicultural training and diversity in psychology programs. Some of these strategies include increasing the presence of ethnic minority faculty in order to attract ethnic minority students, increasing research on issues involving ethnic minorities and diversity, and increasing curricula devoted to ethnic minority issues (Bernal, 1994).

Another strategy the authors assert to be helpful is enrolling ethnic minority students with specific cultural and linguistic knowledge who can share knowledge with Caucasian students through group discussions and informal interactions. Also, increased numbers of ethnic minority students are associated with a social climate that is more comfortable to ethnic minority students, and thus, more conducive to ethnic minority recruitment (Benson, 1990).

Using techniques such as offering ethnic minority students financial packages, active recruitment by making contact with potential applicants, having a mission illustrating commitment to minority issues, demystifying the application process such that standardized test scores are not overemphasized, and relaying information about the numbers of ethnic minority students and faculty already in the program have been cited as critical to ethnic minority

recruitment (Barona, Santos de Barona, Flores, & Guiterrez, 1990; Benson, 1990). Furthermore, having a program orientation to or specialization in diversity issues and demonstrating university administration and program faculty support of students have been indicated as important in the recruitment of Hispanic faculty and students (Palmer, Hughes, & Juarez, 1991).

The results of this study indicate that there continues to be a lack of systematic multicultural training efforts across doctoral school psychology programs. Even nominated programs that incorporate multicultural issues do so in unique ways (e.g. create a specialization in diversity issues; use one required diversity course). None of the programs in this study adequately and consistently addressed all multicultural competencies determined to be critical according to Task Force on the Delivery of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations guidelines (APA, 1993).

The results also reveal a pattern of discrepancy that exists between faculty and student perspectives in the nominated programs, in particular, in the study. In general, faculty of nominated programs rated the multicultural training of their programs stronger than the students of nominated programs rated their multicultural training. Nominated student participants indicated more areas of multicultural training that were inadequate. Faculty and student participants from comparison programs indicated about the same number of weaknesses in their program training and these weaknesses outnumbered those reported by nominated programs, in general.

Future Directions

The implications of the study appear to be very important for the future of school psychology training in multicultural issues. Study data indicate that much more research and evaluation needs to be done to determine which methods of multicultural training will prove to

be most effective in School Psychology. Information on the best ways to provide psychological services to racially, ethnically, culturally, and linguistically diverse students (see Rogers et al., 1998), will be invaluable to finding the training approaches that will foster these competencies in doctoral school psychology students. Once there is an increased understanding of which multicultural content and multicultural training approaches are most effective, school psychology trainers should begin to work toward a more systematic approach to multicultural training across all programs.

Future research in this area must continue to include the perspectives of both faculty and students. This study shows that simply obtaining the perspectives of just faculty or just students will not provide a reliable representation of program training. Continuing to use program literature, such as handbooks and websites, would also be useful to further describe training.

This study only offers a description of multicultural training in doctoral School Psychology programs from a selected sample of programs. Furthermore, it does not provide a description of the multicultural competencies of the graduates of these programs. Future studies should empirically investigate which multicultural training methods predict positive multicultural competencies.

The results of this study support psychology literature pointing to the importance of pursuing multicultural competence for all psychologists in light of revolutionary demographic shifts during the 21st century. The challenge for better multicultural training is both exciting and necessary. By continuing to expand our knowledge of where School Psychology diversity training stands currently and where this training needs to be directed in the future, a more systematic integration of multicultural training is possible. It is the responsibility of all school psychologists to heed the call for increased multicultural competence.

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Appendix

Rated Items on the Multicultural Training Survey: The TOMIS

1. Students are taught to provide written information in the language understandable to the client.
2. My program teaches relevant and current research and practice issues related to cultural diversity.
3. My program encourages students to take into account knowledge of diversity and knowledge of personal biases when working with various ethnic/racial groups.
4. Students are encouraged to seek experiences outside of program requirements that enable them to improve skills in working with diverse populations.
5. Students are taught to consider the standardization sample when evaluating the validity of norm-referenced tests used with culturally diverse populations.
6. Students are taught to be aware of the test taker's cultural and linguistic characteristics.
7. In classes, students are encouraged to evaluate their own cultural biases.
8. Students learn about the social and psychological effects of racism on minority groups.
9. Students learn about common beliefs and values that exist within different cultures.
10. Students learn about how the beliefs and values of different cultures might require a unique approach to intervention.
11. Students are provided with learning experiences expressly conducted in non-school-based community settings.
12. Students are taught to consider the religious belief systems of clients.
13. Students are taught to utilize alternative resources in the community in the therapy or assessment process.
14. Students are taught about steps taken to work with linguistically diverse clients.
15. Students are taught about using a translator when working with linguistically diverse populations.
16. Students are encouraged to participate in departmental non-curricular organizations (e.g. cross-cultural committee) expressly designed to tackle issues of bias, prejudice, racism, and discriminatory practice.
17. Students are encouraged to seek experiences outside of program requirements that enable them to improve skills in working with diverse populations.
18. My program teaches relevant and current research and practice issues related to cultural diversity.
19. Students are encouraged to participate in research expressly designed to tackle issues of bias, prejudice, racism, and discriminatory practice.
20. A strong effort is made to encourage students to develop more sensitivity to issues of oppression, sexism, elitism, and racism.
21. Students are taught about the social, environmental, historical and political factors that influence minority populations.
22. Students are taught to exercise flexibility when working with culturally different clients in order to optimize the success of the treatment or the accuracy of the assessment.

Table 1

Demographic Information for Faculty and Student Respondents of Nominated (n=5) and Comparison Programs (n=5)

	Gender		Ethnicity				
Program	Male n(%)	Female n(%)	C n(%)	AA n(%)	Hisp n(%)	A/PI n(%)	Other n(%)
Nominated							
Faculty	6(50)	6(50)	7(58)	0(0)	4(33)	0(0)	1(9)
Students	2(6)	30(94)	18(56)	4(12.5)	6(18.7)	1(3.1)	3(9.4)
Comparison							
Faculty	3(60)	2(40)	5(100)	0(0)	0(0)	0(0)	0(0)
Students	2(22.2)	7(77.8)	7(77.8)	1(11.1)	0(0)	0(0)	1(11.1)

Note. C=Caucasian, AA=African American, Hisp=Hispanic/Latino, A/PI=Asian/Pacific Islander, Other=Multiracial Identification

Table 2

Multicultural Training (MCT) Methods used in Nominated Programs (n=5)

	Nominated Program				
MCT Method	1	2	3	4	5
MCT Mission Statement		x	x	x	x
Minority Recruitment		x	x	x	
Required MCT Course(s)	x	x	x		
Faculty Diversity Research	x	x	x		
Concentration in Minority Issues	x	x			
Course Integration of Diversity Issues	x	x	x	x	x
Ethnic Minority Faculty (Full FTE)*		x	x	x	

Note. An x denotes that the Multicultural training approach was reported by survey participants and corroborated with information from program handbooks and interview responses during the follow-up email interviews. *FTE is in school psychology.

Table 3

Multicultural Training (MCT) Methods used in Comparison Programs (n=5)

	Comparison Program				
MCT Method	1	2	3	4	5
MCT Mission Statement	x				
Minority Recruitment		x	x	x	
Required MCT Course(s)		x			
Faculty Diversity Research	x			x	
Concentration in Minority Issues		x			
Course Integration of Diversity Issues	x	x	x	x	x
Ethnic Minority Faculty (Full FTE)*	x				

Note. An x denotes that the multicultural training approach was reported by survey participants and corroborated with information from program handbooks and interview responses during the follow-up email interviews. *FTE is in school psychology.

Table 4

Faculty and Student Reports on Multicultural Training Methods in Nominated Programs

MCT Method	Faculty	Students
Encouraging student participation in organizations dealing with diversity issues	Weakness	Weakness
Training in specific diversity-oriented courses	Strength	Strength
Integration of diversity content throughout courses	Strength	Strength
Practice experiences with culturally-diverse populations	Strength	Strength
Providing learning experiences in non-school-based community settings	Strength*	Weakness*
Teaching students to consider religious beliefs of clients	Strength*	Weakness*
Teaching students to use community resources in therapy and assessment	Strength*	Weakness*

Note. * Faculty members and students disagreed about these particular aspects of training. Multicultural training methods noted to be particularly strong (scale rating of "often" or "almost always" addressed in training) or weak (scale rating of "never" or "seldom" addressed in training) by the majority of respondents are highlighted here. (See Appendix for a full list of rated items.)

Table 5

Faculty and Student Reports on Multicultural Training Methods in Comparison Programs

MCT Method	Faculty	Students
Integration of diversity content throughout courses	Strength	Strength
Use of discussions and practice experiences with culturally-diverse populations	Strength	Strength
Teaching about beliefs and values of different cultures	Weakness	Weakness
Teaching students to use community resources in therapy and assessment	Weakness*	Strength*
Teaching students about the social, environmental, historical, and political factors that influence minority populations	Weakness	Weakness
Teaching students to use flexibility when working with culturally different clients	Weakness*	Strength*
Teaching students to provide written information in a language understandable to the client	Weakness*	Strength*
Encouraging students to participate in multicultural research	Strength*	Weakness*
Teaching students to consider religious beliefs of clients	Strength*	Weakness*
Teaching students about the steps taken when working with linguistically-diverse clients	Strength*	Weakness*
Teaching students about the use of a translator	Strength*	Weakness*

Note. * Faculty members and students disagreed about these particular aspects of training.

Multicultural training methods noted to be particularly strong (scale rating of "often" or "almost always" addressed in training) or weak (scale rating of "never" or "seldom" addressed in training) by the majority of respondents are highlighted here. (See Appendix for a full list of rated items.)

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